

## HIAS REMOTE LEARNING CURRICULUM PACK

# Summer is here!

## Remote learning curriculum pack Key Stage 1 (Years 1 and 2) Pack 11

HIAS Teaching and Learning Team  
Summer 2021  
Final version

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# HIAS Remote Learning Curriculum Pack

## Using the Remote Learning Materials

Dear Parents and carers,

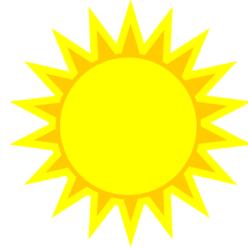
Your school is sending you this pack of remote learning activities to help you to support your child at home. Your school may also have given you English and mathematics resources, and this pack of activities can supplement and work alongside these.

These activities are designed to help your child continue with learning across the wider curriculum, which is linked to the National Curriculum and will build on their existing skills, help them learn new ones, and allow for suitable independence.

How to use the pack and support your child:

- Learning at home is distinctive and different to school but try to establish a routine with your child. These activities are practical and creative and can be used to work alongside the other remote learning activities.
- Encourage your child to choose the activities that most interest them. Some will build on knowledge that they already have, and some will be newer learning; but all are designed to be practical and fun.
- Activities may need reading with your child and explaining, and you may need to help them find resources. All the activities can be adapted where needed to make them work for you.
- The activities have been designed to enable a good amount of independence. Let your child work at their own pace, encourage them and celebrate their achievements frequently.
- These activities could take approximately 2 to 3 hours to complete (approximately half a day) but can be spread across a few days if necessary. There is no time limit to the activities, they may take more or less than the suggested time.

# Summer is here!



## Key theme:

This theme is linked to all areas of the curriculum and is a chance to explore the theme of summer through many different subjects. Children will be able to create artwork, share their English and maths skills and explore their knowledge of geography, history and science in the following activities.



## Key Stage 1

### The big idea

## Design and draw a holiday outfit



### Key learning

#### Art:

Pupils should be taught to:

- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

#### Useful questions:

- How will the clothes reflect the needs of the person in the summer?
- How can pattern and colour be used effectively?

### How to do it

Summer is a time when we move from our warmer clothes that protect us from the bad weather to lighter clothes that are better for the warmer weather. This activity is about designing an eye-catching summer outfit that is appropriate for the weather and for spending more time outside. This activity links to the art curriculum.

#### Getting started:

- Think about the type of person that the outfit is going to be designed for.
- Consider the type of outfit before the activity starts. Will this be an outfit to wear in a hot country or an outfit to wear at school in the summer? Research this by looking at some photos and pictures of different summer outfits.
- Plan the design by first interviewing the person to find out about the types of styles and colours that they like in an outfit.

#### Completing the activity:

Once the type of outfit has been decided on, with its design and colour, the child can start sketching their ideas.

**Think about:**

- the use of the outfit. If the outfit is to be used for a sports activity, then it will serve a very different function to a party or beach outfit.
- what materials the outfit will be made from. The drawing could be made more interesting by labelling the different materials when the sketch is drawn.
- how different patterns can be used to make the outfit more attractive. People often wear lighter, brighter colours in the summer.
- how the outfit will be made attractive to the wearer. Clothes are not just practical; they need to be pleasing for the wearer. How will the outfit stand out from the crowd?

## Key Stage 1

### The big idea

**Take an observational walk of the local area  
and notice how summer is all around**



### Key learning

#### Geography

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; (left and right), to describe the location of features and routes on a map.
- Use basic geographical vocabulary to refer to:
  - \*Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather.
- \*Key human features, including city, town, village, factory, farm, house, office, port, harbour, and shop.

### Useful questions

- Where will the best place be to walk to show the features of summer?
- Can the child use compass directions to see where they are facing?

### How to do it

This activity is all about taking an observational walk and using compass points to focus on different directions. Children can plan the route before they begin to make sure that they can see some of the geographical features of the summer season.

#### Getting started:

- First decide where the route is going to be in order to see the season of summer. This might be around the garden or in a local park.
- Draw the route using either a local map or the internet. Get the child to predict what they might see on the route.
- Talk through the directions that the route might take using the compass points.
- Get some paper, a pencil and something to lean on to take on the walk.

**Completing the activity:**

- *Ensure that there is an adult that can accompany the child on the walk and that the safety aspects of the route are discussed with the child first.*
- Whilst on the walk, take time to stop and complete what they see. Start altering the map to take in these features. Compass directions could be used or simple instructions such as 'right', 'left' and 'straight on'.
- When the child returns, they could complete the map and label the features.

Discuss the features that show it is the season of summer. These could be:

- Types of soil
- The general weather
- Flowers and plants and how seasons affect how they grow
- How trees change during the seasons

**Useful websites and resources:**

[www.scouts.org.uk](http://www.scouts.org.uk)

[www.ordinancesurvey.co.uk](http://www.ordinancesurvey.co.uk)

## Key Stage 1

### The big idea

**Draw or paint a summer holiday picture**

**What it means to me...**



### Key learning

#### Art:

Pupils should be taught to:

- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

### Useful questions

- What features linked to summer would the child like to create in their artwork?
- What geographical features can they see e.g., cliffs, beaches, rocks etc.

### How to do it

This activity will test both the child's art skills but also if they can identify features of summer such as the weather and plants that grow.

#### Start with:

- Looking at photographs or pictures with a summer theme and discuss what makes the summertime special and how this could be created into a piece of artwork.
- Thinking about the types of art that are enjoyed and what materials could be used to make the artwork.
- Gathering materials such as pencils, crayons, chalk, pens or paint to complete the artwork.

**Completing the activity:**

- Find a base for the artwork. This could be light coloured card or paper.
- Use pictures or photographs to get some ideas.
- Draw the outline lightly showing the main features.
- Colour in the picture using either paints, pencil crayons or felt tipped pens. Make sure that the colours are accurate.
- Label the main features using sticky labels using the correct vocabulary.

## Key Stage 1

### The big idea

**Devise a general knowledge quiz about everything you have learnt about this year**



### Key learning

This activity can focus on any subjects or subjects that the child has enjoyed learning about this year. This could include maths, English, science, art, geography, or history

### Useful questions:

- Will the quiz test one area or subject and why has this focus been chosen?
- How will the questions test the knowledge of the child?

### How to do it

The starting point for this activity will be to discuss with the child what they have enjoyed about their learning this year. As the year has been a very different one for children this may be some work or project that they have undertaken at home or work that they have completed in their time in school.

The subjects that could be covered are:

- Art
- Science
- Geography
- History
- English
- Maths

### Completing the activity:

- Decide on the theme of the quiz and gather the information that the child already knows about the subject or subjects. There may need to be some time doing further research.

- Gather the materials needed to make the quiz. This could be in the form of white card or thin paper that are cut into rectangles to make cards.
- Write a question on one side of the card and the answer on the back. This will really test the knowledge of the child!
- Alternatively, the quiz could take the form of multiple-choice questions that could be written on one piece of paper.
- The quiz can then be made more attractive by adding pictures to show the key learning in an attractive way.

# HIAS Teaching and Learning Team

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a 'plan, do, review' approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: [sarah.sedgwick@hants.gov.uk](mailto:sarah.sedgwick@hants.gov.uk)

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk).